

**Texas Education Agency
Standard Application System (SAS)**

2015-2016 Public Charter School Program Start-Up Grant

Program authority:	Public Law 107-110, Elementary and Secondary Education Act of 1965, as amended by NCLB Act of 2001, Title V, Part B, Subpart 1; Texas Education Code, Chapter 12	FOR TEA USE ONLY Write NOGA ID here: Place date stamp here: <div style="text-align: right; font-size: small;"> RECEIVED 2015 DEC 16 11:01 AM TEXAS EDUCATION AGENCY </div>
Grant period:	May 1, 2015, to July 29, 2016	
Application deadline:	5:00 p.m. Central Time, December 16, 2014	
Submittal information:	Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div>	
Contact information:	Arnoldo Alaniz: CharterSchools@tea.state.tx.us; (512) 463-9575	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Grand Prairie ISD	057910	DualLang.Aca./057910127	
Vendor ID #	ESC Region #	US Congressional District #	DUNS #
175-6001697	10	13	07-933-2763
Mailing address		City	State ZIP Code
2602 Beltline Rd		Grand Prairie	TX 75052

Primary Contact

First name	M.I.	Last name	Title
Pat		Lewis	Chief School Imprvmt. Officer
Telephone #	Email address		FAX #
972-237-5532	patricia.lewis@gpisd.org		(972) 237- 4026

Secondary Contact

First name	M.I.	Last name	Title
Jerry		Burkett	Director Strategic Partnerships
Telephone #	Email address		FAX #
972-237-5378	jerry.burkett@gpisd.org		(972) 237- 4026

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Susan		Simpson Hull	Superintendent
Telephone #	Email address		FAX #
972-237-5300	susan.simpson@gpisd.org		(972)237-5440
Signature (blue ink preferred)		Date signed	

Signature (blue ink preferred)

Date signed

Only the legally responsible party may sign this application.

701-15-101-011

Schedule #1—General Information(cont.)

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note for Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600/15XX)		<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment (Note: Only school districts applying on behalf of a campus charter need to submit these attachments)	Description of Required Program-Related Attachment
1	Documentation of Authorization to Charter	<ul style="list-style-type: none"> A copy of the local district's policy for authorizing campus charter schools; AND A copy of the district's charter application for the authorized campus charter; AND A copy of the petition presented to the board of trustees that as signed by the parents of a majority of the students at the school campus <i>and</i> a majority of the classroom teachers at the school campus requesting a campus charter (TEC §12.052, §12.053) OR a copy of the contract between the school district and the entity to provide educational services to the district through the campus or program and at a facility located in the boundaries of the district (TEC §12.0521).
2	Board of Trustees Approval on or before December 15, 2014	<ul style="list-style-type: none"> A copy of the <i>approved</i> minutes from the local board of trustees meeting in which the charter was granted; OR A copy of the board agenda with an action item to consider or approve the campus charter and draft minutes from the local board of trustees meeting in which the charter was granted.
3	Narrative Description from Superintendent	<p>A narrative description on district letter signed by the superintendent which contains the following must be submitted:</p> <ul style="list-style-type: none"> The mission of the campus charter; An explanation of the development of the proposed campus charter and the rationale for the district granting a charter to the new district campus; A detailed description, including supporting documentation, of the ways in which the campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter and their input with regard to the school's curriculum, calendar, budget, and daily operations, and how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district; A detailed description, including supporting documentation, that explains the ways in which the school district plans to conduct an independent annual financial audit of the campus charter, separate and apart from the district's independent annual financial audit, and the manner in which the campus will provide the necessary data for the school district to report on its locally-developed objectives; The methods and timelines that the district will use to ensure that the campus charter receives all federal funds to which its students are entitled; and A valid certificate of occupancy, or its equivalent, for the instructional facility, if the location of the campus charter has been determined.
4	Federal Definition of a	A completed Attachment 1 from the "To the Administrator Addressed" letter dated

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	Public Charter School	August 29, 2014, regarding compliance with the Federal definition of a Public Charter School must be submitted with the grant application. See http://www.tea.state.tx.us/index4.aspx?id=25769806846 .
5	Campus Charter Information Form	A completed Campus Charter Information Form (Attachment 3) from the "To the Administrator Addressed" letter dated August 29, 2014, regarding compliance with the Federal Definition of a Public Charter School which must be submitted with the grant application. See http://www.tea.state.tx.us/index4.aspx?id=25769806846

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	<p>The charter school's financial accounting system adheres to the following requirements:</p> <ul style="list-style-type: none"> • accommodates the minimum 15-digit account code mandated by the FASRG; • generates information needed for PEIMS reporting; and • ensures adequate accountability of state and federal funds. <p>*If the school's financial accounting system is not approved by TEA, the charter school <u>will budget and acquire an acceptable accounting system and training with these grant funds</u>. Additionally, the school will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.</p>
4.	The charter school will maintain clear documentation and data for the school and students served by the PCSP Start-Up Grant; will comply with any reporting and evaluation requirements that may be established by the TEA; and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the PCSP Start-Up Grant funds.
5.	The public charter school has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the public charter school will provide such copy immediately.
6.	<p>According to Title V, Part B, of NCLB, to receive federal grant funds of any type including U. S. Department of Education funds, the charter school must meet the following definition. By signing Schedule #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements below is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.</p> <p>A charter school means a public school that:</p> <ol style="list-style-type: none"> 1. In accordance with TEC Chapter 12, is exempted from significant state or local rules that inhibit the flexible operation and management of the school, but not from any rules relating to the other requirements identified in P.L. 107-110. 2. Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction. 3. Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency. 4. Provides a program of elementary or secondary education, or both. 5. Is nonsectarian in its programs, admission policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution. 6. Does not charge tuition. 7. Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act. 8. Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated. 9. Agrees to comply with the same federal and state audit requirements as do other elementary schools and secondary schools in the state, unless such requirements are specifically waived for the purposes of this program.

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	<p>10. Meets all applicable federal, state, and local health and safety requirements.</p> <p>11. Operates in accordance with state law.</p> <p>12. Has a written performance contract with the authorized public chartering agency in the state that includes a description of student performance that will be measured in charter schools pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public charter agency and the charter school.</p>
7.	<p>Charters established under TEC Chapter 12, Subchapter C, must also comply with the following:</p> <ul style="list-style-type: none"> a. Campus charter schools, must use funds to supplement (increase the level of services) and not supplant (replace) funds from federal, state, and local funds for similar activities. Any program activity required by state law, State Board of Education (SBOE) rules, or local board policy may not be paid with these funds. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. Grantees must maintain documentation which clearly demonstrates the supplementary nature of these funds. b. The campus charter will be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065. c. The campus charter school will be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter for the 2015-2016 school year. If the campus charter school began operation prior to the 2015-2016 school year, but is still eligible to apply for and receive funding under this grant for the implementation of its charter school program, the campus charter school must be designated as a campus charter in AskTED when the grant application is submitted to TEA. d. As per Title V, Part B, Subpart 1, Section 5204(f)(4)(B), a local education agency (LEA) may not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the relevant LEA. Absent such approval, the LEA shall distribute all subgrant funds to the eligible applicant without delay. e. The campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter school and their input with regard to the school's curriculum, calendar, budget, and daily operations. This autonomy will be <u>above and beyond the degree of flexibility and autonomy afforded to traditional campuses</u> within the district.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Grand Prairie Independent School District (GPISD) covers 58 square miles in the heart of the Dallas-Fort Worth metroplex. The district serves more than 26,900 students within Dallas County. GPISD has 38 campuses including four high schools, 2 ninth grade centers, 7 middle schools, a secondary alternative campus, and 24 elementary schools. Fourteen of the campuses are Programs of Choice or Schools of Choice. These campuses offer educational programs in fine arts, science, technology, engineering and math, and leadership. In 2015, Grand Prairie ISD proposes to open a new School of Choice campus charter. The educational plan of the new school, the Dual language Academy at Travis, will be organized around three specialized instructional programs to improve academic achievement for English language learners: Gomez & Gomez Dual Language Enrichment (DLE) Model, Advancement via Individual Determination (AVID) Elementary curriculum, and the Project Lead the Way Launch program. Enrollment will be available to students from the neighborhood, across the district and from neighboring districts through an application process. **BUDGET:** Under the direction of the Chief School Improvement Officer, Director of Strategic Partnerships, and Campus Director, the Campus Improvement Committee (CIC) of educators, parents, and community members designed the educational plan for the campus charter. To support implementation, the CIC also created a Charter Blueprint. The document outlines goals, objectives, critical success factors, milestones, activities, and performance targets. The team used the activities on the blueprint to build a detailed planning and operations budget. The board approved the educational plan and associated budget on December 11, 2014. **DEMOGRAPHICS** Travis Elementary is a neighborhood school in GPISD with an enrollment of 595 students in Kindergarten through 4th grade. The majority of learners served by the campus are Hispanic (84.7%) and most students reside in low income households (87.2%). Almost sixty percent (59.5%) of students enrolled in Travis Elementary are English language learners (ELL). The native language of the ELL students enrolled in the elementary is Spanish. Academic performance at the campus is well below state and federal standards. In 2013 and 2014, the campus received "Improvement Required" which is the lowest performance rating under Subchapter C, Chapter 39. **NEEDS ASSESSMENT:** The comprehensive needs assessment and Campus Improvement Plan were used to identify student and campus needs. 1. Improve Academic Achievement of English language learners: The majority of students enrolled in Travis Elementary speak Spanish in their home. A review of Travis Elementary STAAR data over a three year period from 2012 to 2014 indicates an average of 62% of 4th grade ELLs meet proficiency standards in reading each year. Scores from the math section of the test over the same years, shows an average of 64% of 4th grade ELLs meet proficiency standards annually. The percentage of students passing the test is lower than district and state averages. There is a need to implement curriculum that uses the student's native language to develop concepts, apply skills, and increase academic achievement. 2. Increase college entrance rates for English language learners. Texas Academic Performance Reports (TAPR) indicates ELLs in Grand Prairie ISD are less likely to graduate prepared for postsecondary education. In 2014, 15% of ELLs met standards on the ELA Higher Education Readiness Component assessment compared to 56% of the total student population. Additionally, 36% of ELLs met standards on the math section of the test compared to 63% of the total student population. There is a need to provide opportunities for students to participate in rigorous college preparatory lessons each day to create a classroom culture that promotes college readiness and entrance. 3. Expand the progress monitoring system to address needs of English language learners: AEIS data indicates the majority of ELLs who enter Travis Elementary take at least four years to meet satisfactory standards on STAAR content-area assessments. There is a need to implement an assessment system that enables educators to set a specific performance expectation for each English language learner. The system adopted must be structured to use performance measures that take into account the student's English language proficiency to determine the time needed to fully demonstrate grade-level academic skills in English. 4. Assist educators with instructional delivery: 695 of the 798 students served by the charter campus are economically disadvantaged. STAAR results for economically disadvantaged learners show steady increase in math and science achievement for All students. However, the achievement gap between poverty and non-poverty remains unchanged. Additionally, in 2014 Math TEKS expectations and STAAR standards became more rigorous than in years past. This means teachers of economically disadvantaged students must narrow the achievement gap while meeting the higher expectations presented by the new standards. There is a need to implement curriculum to develop understanding of mathematics and science concepts, application of skills, and creation of new ideas for the targeted charter student population. 5. Recruit and retain highly qualified staff: Approximately 70-75% of the student body at the charter will be English language learners. The stages of language acquisition and effective instructional strategies are taught through the Bilingual/ESL teacher certification process. 35% of campus educators hold ESL certification. There is a need to increase the number of teachers with ESL certification. **MANAGEMENT PLAN:** The charter will employ a

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Director and Dean of Students. The GPISD Board and Superintendent will hold the administrators accountable for overseeing all aspects of curriculum, leadership, and operations for the charter. School staff will be employed based on GPISD contracts and the Professional Development Appraisal System (PDAS) will be used to evaluate personnel. Management practices will be reviewed annually by the Campus Improvement Committee. Personnel, policy, and other changes recommended by the team will be submitted by the Superintendent to the Board of Trustees. **EVALUATION:** Goals for the Travis Charter were created during planning based on the Campus Improvement Plan. The Charter Blueprint was created as a framework of objectives, and critical success factors for each goal. The blueprint includes a grant timeline lists milestones for each grant objective with corresponding performance targets. The timeline specifies the date the milestone will be initiated and expected date of completion. At quarterly meetings, the timeline will be used by the Campus Improvement Committee to monitor progress toward meeting each objective. Formative evaluation reports will be developed after each meeting. The CIC will use the reports to perform a summative evaluation in July 2016. The evaluation will be presented to the District Education Improvement Committee and the Board. **STATUTORY REQUIREMENTS.** All requirements will be met: 1. The charter will be a campus in GPISD governed by the Board. 2. GPISD will use all local, state, and federal funds to continue campus operations after the grant ends. 3. The charter will not require federal, state or local waivers. 4. Grant funds have been allocated to implement activities and accomplish grant goals. Budget requests have been coordinated with available federal funds to maximize results. 5. Travis Charter, a GPISD campus, will comply with all sections of the Individuals with Disabilities Education Act. 6. The charter serving students in PK – 8th grade will provide evidence based Gomez and Gomez DLE, AVID Elementary, and Project Lead the Way programs to enable ELLs to meet state academic achievement standards. 7. A campus Director and Dean of Students will work with the CIC to autonomously manage all aspects of daily operations including curriculum, schedules, calendar, and budget. The ability to make decisions independently is above and beyond the autonomy of other GPISD campuses. 8. The Campus Improvement Plan documents goals, strategies to promote expected change, persons responsible, performance measures, performance targets, and the completion dates for each charter objective. 9. The CIC comprised of parents and community members, and campus teachers and administrators will serve in as site based decision makers to implement the charter plan. 10. The district holds campus and district meetings in the spring of each year to inform families and students about GPISD Schools of Choice. The charter school will be introduced in these meetings and parents will receive instructions to access the online application system. 11. GPISD completed all grant application documents for Board authorization based on local and legal policy and state and federal requirements. The GPISD Board approved the campus charter that provides innovative programs in grades PK to 8. The charter program is geared to the specific needs of the ELL and provides curriculum and instruction beyond that of the existing campus including: educational experiences for learners to become bilingual and bi-literate in English and Spanish; college preparatory curriculum and instruction enabling first generation college goers to be equipped with critical thinking and study skills that promote academic success and future college entrance; and project based STEM experiences designed to develop understanding and application of essential knowledge and skills. 12. There are no basis (other than the basis specified in Subchapter C) on which the charter may be placed on probation or revoked. 13. The GPISD Board will be the governing body. The Board will allow the CIC to make decisions independent of the district committee which is beyond the degree of autonomy afforded to traditional GPISD campuses. 14. An independent financial audit of the campus will be conducted annually. The charter will provide required information through PEIMS. 15. Federal funds such as Title monies will be provided via GPISD Content Facilitators and Strategists that support teachers in implementation of effective instruction, training concepts, and student assessments. **TEA REQUIREMENTS:** The charter will serve approximately 100 students in each grade level PK-6 in Year 1 of implementation. The campus will serve an additional 100 students in grade 6 in the second year and be extended to grades 7 and 8 by the fourth year of operation. All students from GPISD and the region will be eligible to enroll. ELLs from low performing schools including Travis Elementary (Required Improvement) as well as Priority schools from GPISD (Adams Middle School and Hobbs Williams Elementary) will be targeted for enrollment. Students from schools within a 50 mile radius of GPISD will also be eligible to enroll. **COMMITMENT:** GPISD successfully operates 14 schools of choice. Families in the community, educators, and board members are committed to restructuring Travis Elementary to offer an innovative bilingual program that not only meets the academic needs of English language learners, but provides them with opportunities to use their native language to excel. Programs, schedules, and systems established through the grant will extend beyond the project period because of our commitment to move beyond school improvement to school excellence. Our community is committed to the common goal that all GPISD students will achieve. The proposed charter is a step to fulfilling the vision.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 057910			Amendment # (for amendments only):		
Program authority: Public Law 107-110, Title V, Part B, Subpart 1, NCLB, and TEC Chapter 12					
Grant period: May 1, 2015, to July 29, 2016			Fund code: 258		
Budget Summary					
Schedule #	Title	Class/ Object Code	Planning: Direct Program Cost	Implementation: Direct Program Cost	TOTAL Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$54,280	\$13,924	\$68,204
Schedule #8	Professional and Contracted Services (6200)	6200	\$12,456	\$86,425	\$98,881
Schedule #9	Supplies and Materials (6300)	6300	\$32,068	\$474,545	\$506,613
Schedule #10	Other Operating Costs (6400)	6400	\$4,420	\$6,680	\$11,100
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$65,200	\$0	\$65,200
Grand total of budgeted costs (add all entries in each column):			\$168,424	\$581,574	\$749,998

No administrative costs (direct or indirect) may be charged to this grant program [Public Law 107-110, Elementary and Secondary Education Act of 1965, as amended by No Child Left Behind Act of 2001, Title V, Part B, Subpart 1, Section 5204 (f)(4)(B)].

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 057910				Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Planning Costs	Implementa- tion Costs	TOTAL Payroll Budgeted
Academic/Instructional						
1	Teacher			\$	\$	\$
2	Educational aide			\$	\$	\$
3	Tutor			\$	\$	\$
Program Management and Administration						
4	Project director			\$	\$	\$
5	Project coordinator			\$	\$	\$
6	Teacher facilitator			\$	\$	\$
7	Teacher supervisor			\$	\$	\$
8	Secretary/administrative assistant			\$	\$	\$
9	Data entry clerk			\$	\$	\$
10	Grant accountant/bookkeeper			\$	\$	\$
11	Evaluator/evaluation specialist			\$	\$	\$
Auxiliary						
12	Counselor			\$	\$	\$
13	Social worker			\$	\$	\$
14	Community liaison/parent coordinator			\$	\$	\$
Other Employee Positions						
15	STEM Coordinator		1	\$8000	\$2000	\$10,000
16	Title			\$	\$	\$
17	Title			\$	\$	\$
18	Subtotal employee costs:			\$8000	\$2000	\$10,000
Substitute, Extra-Duty Pay, Benefits Costs						
19	6112	Substitute pay		\$	\$7,800	\$7800
20	6119	Professional staff extra-duty pay		\$36,000	\$4,000	\$40,000
21	6121	Support staff extra-duty pay		\$2,000	\$0	\$2,000
22	6140	Employee benefits		\$8,280	\$2,124	\$10,404
23	61XX	Tuition remission (IHEs only)		\$	\$	\$
24	Subtotal substitute, extra-duty, benefits costs			\$46,280	\$13,924	\$60,204
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$54,280	\$13,924	\$68,204

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 057910

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Planning	Implementation	TOTAL Budgeted	
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$		\$	
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$	\$	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$	\$	
Professional Services, Contracted Services, or Subgrants					
#	Description of Service and Purpose	Check If Subgrant	Planning	Implementation	TOTAL Budgeted
1	Gomez & Gomez - contracted services integrate Dual Language	<input type="checkbox"/>	\$1,500	\$31,625	\$33,125
2	Special Education Support = (Concilio of Dallas)	<input type="checkbox"/>	\$0	\$30,000	\$30,000
3	Project Lead the Way services	<input type="checkbox"/>	\$5,550	\$8,750	\$14,300
4	AVID contracted services (\$2610 annual fee, \$2796 summer training, \$6300 district training)	<input type="checkbox"/>	\$5,406	\$6,300	\$11,706
5		<input type="checkbox"/>	\$	\$	\$
6		<input type="checkbox"/>	\$	\$	\$
7		<input type="checkbox"/>	\$	\$	\$
8		<input type="checkbox"/>	\$	\$	\$
9		<input type="checkbox"/>	\$	\$	\$
10		<input type="checkbox"/>	\$	\$	\$
11		<input type="checkbox"/>	\$	\$	\$
12		<input type="checkbox"/>	\$	\$	\$
13		<input type="checkbox"/>	\$	\$	\$
14		<input type="checkbox"/>	\$	\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$12,456	\$76,675	\$89,131
a. Subtotal of professional and contracted services requiring specific approval:			\$	\$	\$
b. Subtotal of professional services, contracted services, or subgrants:			\$12,456	\$76,675	\$89,131
c. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:			\$	\$	\$9750
(Sum of lines a, b, and c) Grand total			\$12,456	\$86,425	\$98,881

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 057910

Amendment number (for amendments only):

Expense Item Description

6399	Technology Hardware—Not Capitalized							
	#	Type	Purpose	Quantity	Unit Cost	Planning	Implemen- tation	TOTAL Amount Budgeted
	1	Personal Tech Device	PLTW interactive lessons	800	\$368	\$0	\$344,400	\$344,400
	2	Projection Device	Projection of student learning	40	\$30			
	3	Laptop Bundle	Educator Instructional Tool	36	\$800			
	4	Device Cases	Protect personal tech devices	800	\$25			
	5				\$			
	6				\$			
	7				\$			
	8				\$			
	9				\$			
	10				\$			
6399	Technology software—Not capitalized Project Lead the Way (PLTW) software (800 license x \$100)					\$0	\$80,000	\$80,000
6399	Supplies and materials associated with advisory council or committee					\$3,000	\$3,000	6,000
Subtotal supplies and materials requiring specific approval:						\$3,000	\$427,400	\$430,400
	Remaining 6300—Supplies and materials that do not require specific approval:					\$29,068	\$47,145	\$76,213
Grand total:						\$32,068	\$474,545	\$506,613

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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By TEA staff person:

Schedule #10—Other Operating Costs (6400)				
County-District Number or Vendor ID: 057910		Amendment number (for amendments only):		
Expense Item Description		Planning	Implement- ation	TOTAL Budgeted
6411	Out-of-state travel for employees (includes registration fees)	\$	\$	\$
	Specify purpose:			
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$	\$
	Specify purpose:			
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$	\$
	Specify purpose:			
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$	\$
	Specify purpose:			
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$	\$
	Specify purpose:			
6429	Actual losses that could have been covered by permissible insurance	\$	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$	\$
	Specify name and purpose of organization:			
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$	\$
	Specify purpose:			
Subtotal other operating costs requiring specific approval:		\$	\$	\$
Remaining 6400—Other operating costs that do not require specific approval: curriculum workshop and conference registration and travel		\$4,420	\$6,680	\$11,100
Grand total:		\$4,420	\$6,680	\$11,100

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 057910

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Planning	Implementation	TOTAL Budgeted
6669/15XX—Library Books and Media (capitalized and controlled by library)						
1	Library Books and Media – Dual language and AVID	N/A	N/A	\$15,200	\$0	\$15,200
2		N/A	N/A	\$	\$	\$
3		N/A	N/A	\$	\$	\$
4		N/A	N/A	\$	\$	\$
5		N/A	N/A	\$	\$	\$
66XX/15XX—Technology hardware, capitalized						
6	Classroom technology bundle – interactive STEM learning	5	\$10,000	\$50,000	\$0	\$50,000
7			\$	\$	\$	\$
8			\$	\$	\$	\$
9			\$	\$	\$	\$
10			\$	\$	\$	\$
11			\$	\$	\$	\$
12			\$	\$	\$	\$
13			\$	\$	\$	\$
14			\$	\$	\$	\$
15			\$	\$	\$	\$
66XX/15XX—Technology software, capitalized						
16			\$	\$	\$	\$
17			\$	\$	\$	\$
18			\$	\$	\$	\$
19			\$	\$	\$	\$
20			\$	\$	\$	\$
21			\$	\$	\$	\$
22			\$	\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles						
23			\$	\$	\$	\$
24			\$	\$	\$	\$
25			\$	\$	\$	\$
26			\$	\$	\$	\$
27			\$	\$	\$	\$
28			\$	\$	\$	\$
29			\$	\$	\$	\$
30			\$	\$	\$	\$
31			\$	\$	\$	\$
32			\$	\$	\$	\$
33			\$	\$	\$	\$
34			\$	\$	\$	\$
35			\$	\$	\$	\$
36			\$	\$	\$	\$
37			\$	\$	\$	\$
38			\$	\$	\$	\$
39			\$	\$	\$	\$
Grand total:				\$65,200	\$0	\$65,200

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The number of limited-English-proficient students enrolled in public schools in the United States has more than doubled since 1999. Data from the National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs (NCELA) indicate that there are over 49 million students identified as ELL enrolled in US schools in 2014. National trends are evident in Grand Prairie ISD campuses. In 2014, according to the TEA Snapshot data, 28% of the district's reported student enrollment is classified as English language learners (ELL). Travis Elementary serves the highest number of ELLs in the district. In 2014, almost 60% of the learners at Travis Elementary are learning the English language in school. These learners do not score as high as the general student population on any section of the state assessment and the campus has been designated as "Improvement Required". The rising numbers of ELLs and failure of the subpopulation to meet state academic standards underscore the importance of providing innovative educational programs that ensure students have every opportunity to excel. The Campus Improvement Committee (CIC) conducted a comprehensive needs assessment to determine the needs of the campus. 1. Improve Language Acquisition Skills to Improve Academic Achievement: Travis Elementary serves students in Pre-K through Grade 4. Currently, the school has an enrollment of 595 students including 504 Hispanic, 73 White, 14 African American, 2 American Indian, 1 Asian, and 1 Pacific Islander. English learners account for 59.5% of the total campus student population. 99.6% percent of ELLs at the campus speak Spanish as their primary language. A review of STAAR data indicates, in 2014, 62% of fourth-grade Limited English Proficient learners met proficiency standards in reading and 64% of fourth-grade Limited English Proficient learners met proficiency standards in math. The percentages at Travis Elementary are lower than peers at the district and state level. Based on student scores, the campus has an accountability rating of "Improvement required". There is a need to implement a program that instructs ELA and Math in the student's home language to promote understanding of content and ultimately improve student achievement. 2. Improve Preparedness for Postsecondary Education: State and federal accountability standards require public schools to prepare students for postsecondary education. TEA uses TPEIR Reports submitted by each state school district to determine the number of high school graduates enrolled in Texas public colleges or universities in the upon graduation. For high school graduation years 2007-2011, the data indicates that the number of all students enrolled in college increased, but the percent of ELL graduates enrolled in Texas public colleges did not increase. Grand Prairie ISD data indicates the percentages of English language learners who meet standards on Higher Education Readiness Component exams in English and Math are much lower than the general student population. There is a need to integrate academic content key to college success that focuses on key reading and writing skills and develops study skills, time management, and leadership content to build a classroom culture that promotes college as a viable option for ELLs. 3. Expand the progress monitoring system to address needs of ELLs: All English language learners participate in the STAAR for grades 3 through 8. Students struggling to understand English in class have difficulty learning challenging subject matter and understanding test questions in English. These factors negatively impact the learners' academic achievement scores and accountability of the campus. The Travis Elementary student population did not meet student growth targets on Index 2 Student Growth in 2013 or 2014. There is a need to implement a system of assessment that takes into account the student's English language proficiency and the time needed to acquire the English language to fully monitor and assess grade-level academic skills in English. 4. Assist educators with instructional delivery: 695 of the 798 students served by the campus are economically disadvantaged. STAAR results for all GPISD students show steady increases in science and math scores since 2012. However, the achievement gap between poverty and non-poverty and ELL and English speaking subpopulations remain unchanged. Additionally, in 2014 Math TEKS expectations and STAAR standards became more rigorous. This means teachers of high risk student groups must narrow the achievement gap while meeting the higher expectations. There is a need to implement curriculum to develop understanding of STEM concepts, application of skills, and creation of new ideas to improve achievement. 5. Recruit and retain highly qualified staff: 70 to 75% of students enrolled in the charter will be English language learners. These students progress through proficiency levels: beginning, intermediate, early advanced and advanced as they acquire language. These levels are developed in the domains of listening, speaking, reading, and writing. Students progress from beginning to advanced stages at different rates and need to be instructed at their proficiency level in each domain to achieve learning goals. The stages of learning and effective strategies and techniques for each domain are taught through the Bilingual/ESL teacher certification process. There is a need to create incentives that increase the number of teachers who understand the language acquisition process and have experience in best practices.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	1. Need - Improve ELL achievement: A review of Travis Elementary STAAR data from 2012 to 2014 Academic Excellence Indicator System (AEIS) reports indicates an average of 62% of 4 th grade Limited English Proficient learners met proficiency standards in reading and 64% of 4 th grade ELLs met proficiency standards in math. These scores are lower than district and state averages. Goal – Establish a school of choice to improve language acquisition and academic achievement for ELLs.	Objective: 80% of campus students will improve achievement in ELA and Math as evidenced by meeting or exceeding state standards on STAAR. The PK-8 school will utilize the Gomez & Gomez Dual Language Enrichment Program. The program teaches ELA and Math in the home language to promote understanding of content; Science and Social Studies in English to support 2nd language acquisition; and other subject area classes rotate languages to master language and literacy goals using enrichment and heterogeneous grouping.
2.	2. Need- Improve Preparedness for College Entrance. Research studies indicate reading and writing abilities are the academic components most closely associated with college success. TAPR data indicates only 68% of ELLs at Travis met state standards in Writing at the 4 th grade. Only 23% of GPISD ELLs met standards on college readiness exams. Goal – Improve teaching and learning to develop preparedness for postsecondary success for English language learners.	Objective: 80% of campus students will improve achievement in Writing as evidenced by meeting or exceeding state standards on STAAR. The CIC recommends utilizing AVID Elementary curriculum that focuses on the development of reading and writing skills as well as study skills and time management. In addition, supplemental Writing software will be provided through the grant. Charter students will be the first in GPISD to attend AVID classes in elementary grades. The class will be part of the student's daily schedule in grades 3 to 8.
3.	3. Need –Expand the progress monitoring system to address needs of ELLs: The Travis Elementary student population did not meet student growth targets on Index 2 Student Growth in 2013. The District and Campus Improvement Plans outline the need for aligning Benchmarks to units of instruction and setting specific performance expectations for ELLs. Goal 3: Establish a form of accountability that sets performance targets based on language proficiency for ELLs.	Objective: 100% of ELLs will have an appropriate Interim performance expectation as evidenced by the campus meeting state targets on Index 2 Student Growth. The charter will implement Texas English Language Learning Progress Measures which provide performance expectations for ELLs on the STAAR content area assessments based on language proficiency and time needed to acquire English. The grant will provide training and consultant support to implement change in policy and procedures.
4.	4. Need – Assist educators with instructional delivery. There is an achievement gap between poverty and non-poverty students in STEM courses. In 2014, TEKS & STAAR standards became more rigorous. This means teachers of ECD students must narrow the achievement gap while meeting the higher expectations presented by the new standards. Goal-Encourage different and innovative learning methods to build achievement in STEM subjects.	Objective: 80% of campus students will improve achievement in Science as evidenced by meeting Level II standards on STAAR. The charter will utilize the Project Lead the Way program to engage students in real world projects that build STEM concepts and applications. The grant will provide teacher training, personal student devices, and technology tools with the goal of empowering students to ask and explore questions, and create new ideas collaboratively.
5.	5. Need- Recruit and retain highly qualified staff. Approximately 85% of the full student body at the charter campus will be English language learners. Effective strategies and techniques to improve teaching and learning are taught through the Bilingual/ESL teacher certification process. Less than 15% of campus teachers have ESL certification. Goal - Increase the number of highly qualified teachers with ESL Certification at the charter.	Objective: 100% of the Dual Language Academy at Travis educators will be ESL Certified as evidenced by GPISD Highly Qualified reports. The grant will develop an incentive award for Travis teachers who attend professional learning to become highly qualified -Gomez & Gomez, AVID, and PLTW training institutes and ESL certification training. Incentives will be paid in the form of extra duty pay and/or educator registration fees and travel to attend conferences and workshops.

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By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Director	The administrator with successful experience as a campus principal will have knowledge of research-based programs for ELLs, and federal, state, local policy. Certifications required include Master's degree in education and valid SBEC Principal Certification. Bilingual educator preferred.
2.	Dean of Students	The administrator with successful experience in coordinating student curriculum programs, teacher PD and incentive initiatives, and parent involvement programs. Certifications required include Master's degree in education and SBEC Principal certification. Bilingual preferred.
3.	Teachers	Campus teachers will have successful record of teaching high need PK-8 students. Required certifications include SBEC Educator Certification. Bilingual educator with ESL Certification and training in Gomez and Gomez, Project Lead the Way, or AVID Elementary preferred.
4.	STEM Coordinator	The coordinator with successful record of teaching high need students STEM content, using electronic programs to access and analyze data to oversee, and leading teacher planning sessions to implement effective curriculum and instruction programs. Bilingual educator preferred.
5.	Campus Counselor	The Counselor will possess the ability to coordinate student programs to encourage positive behaviors and reduce risk factors. (ie: leadership, drug prevention training, mentoring programs, social services). A minimum Masters in Counseling and 3 years teaching. Bilingual preferred.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	80% of campus students will meet standards on STAAR ELA and Math.	1. Train educators in Gomez and Gomez DLE model	05/01/2015	08/23/2015
		2. Create classroom schedule- <i>Language of Instruction</i>	05/10/2015	07/14/2015
		3. Assign teachers to instruct each content area.	05/10/2015	07/14/2015
		4. Develop a classroom rotation plan across gr levels.	05/10/2015	07/14/2015
		5. Create enrichment centers in each language.	08/23/2015	05/10/2016
2.	80% of campus students will meet achievement standards on STAAR Writing.	1. Develop a campus AVID plan.	05/01/2015	07/14/2015
		2. Assign gr. 3-8 teachers to teach AVID Elementary	05/10/2015	07/14/2015
		3. Schedule AVID class rotation with PE, Music, Art	05/10/2015	08/14/2015
		4. Train AVID teachers in AVID WICOR gr. 3-8	06/16/2015	12/14/2015
		5. Implement rigorous AVID writing/reading/study skills	08/23/2015	05/10/2016
3.	100% of ELLs will have a STAAR Interim performance expectation	1. Train administrators in TX ELL Progress Measure	06/01/2015	10/10/2015
		2. Create Interim Performance Expectation per child	09/01/2015	10/31/2015
		3. Assess student performance each 9 weeks.	10/15/2015	05/20/2016
		4. Use ELL Progress Measure chart-monitor progress	10/15/2015	05/20/2016
		5. Calculate progress using Student Data Portal.	05/20/2016	06/05/2016
4.	80% of campus students will improve achievement on STAAR Science.	1. Hire a qualified STEM Coordinator	05/10/2015	07/14/2016
		2. Train educators in Project Lead the Way gr. 5-8	07/01/2015	12/10/2015
		3. Schedule PLTW in rotation with PE, Music, Art	05/10/2015	07/14/2015
		4. Implement PLTW modules at each grade level	05/10/2015	09/23/2015
		5. Conduct campus STEM events	05/10/2015	08/31/2015
5.	100% of educators will be ESL Certified as evidenced by campus reports.	1. Create Educator Excellence Award for Travis	06/01/2015	07/31/2015
		2. Identify participation levels in professional learning	06/01/2015	07/31/2015
		3. Assign awards for each level of participation	06/01/2015	07/31/2015
		4. Develop attendance and PD evaluation forms	06/01/2015	07/31/2015
		5. Award teachers on Education Excellence schedule.	05/23/2016	06/05/2016

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Process and Procedures: Under the direction of the GPISD Chief School Improvement Officer and the Director of Strategic Partnerships, the Travis Elementary Campus Improvement Committee (CIC) of educators, parents, and community members drafted a Charter Blueprint for the Dual Language Academy at Travis Charter. The design plan outlines critical needs, goals, objectives, milestones, activities, and performance targets. Also, a grant Timeline was created that lists each grant objective with corresponding milestones, and performance targets. The timeline specifies the date the milestone will be initiated and expected date of completion. Upon charter approval, a Director for the campus charter will be selected. The administrator will guide the CIC in utilizing established Site Based Decision Making (SBDM) processes to monitor the attainment of charter goals and objectives. The team will use the Charter Blueprint and Timeline to collect and analyze student and project level data for each 9 weeks of the 36 week school year. Formative assessment reports will be created each nine weeks and presented to the GPISD Education Improvement Committee annually. Summative evaluation reports will be created at the end of the school year and presented to the Board. Adjustments to the Plan: Problems and challenges are inevitable when implementing a comprehensive school reform program, no matter how well a program is planned. The campus based team will study campus data by: grade levels, class, teacher, and core content areas. In addition, feedback from project stakeholders will be addressed. If necessary, additional Critical Success Factors and associated Milestones will be identified and implemented and the Timeline will be modified. Communication: Implementation is a process, not an event. Communication is the key to success. The CIC will serve as a conduit of communication to the faculty and staff. A written agenda for each Committee meeting will be developed and the group will maintain official minutes. The Director will provide a report to the Executive Director of Elementary Education after each quarterly CIC meeting and will submit TEA reports as required. The administrator will report progress to the Asst. Superintendent for Teaching and Learning at the end of each semester. The CIC will report to the GPISD Education Improvement Committee and the Board annually. The Counselor will coordinate celebrations of individual and school successes related to grant performance targets to ensure the school is informed of goals and successes. The Director will utilize the parent portal and the campus and district Internet site to communicate with the family and the community. Communication will be provided in Spanish and English.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

GPISD currently has fourteen Schools of Choice that provide services for identified needs of our students and their families. Each of the existing schools selects students from GPISD and the surrounding area for enrollment based on demonstrated talents, achievement, and dedication to an interest. None of the established School of Choice campuses provides a program specifically designed to meet the needs of English language learners and their families. Similar Efforts: The Dual Language Academy at Travis, a GPISD School of Choice, will be organized around three specialized instructional programs that have been piloted successfully in existing GPISD campuses: (a) Gomez & Gomez Dual Language Enrichment Model – Two GPISD elementary schools have successfully piloted using this model in grades PK through 2. The charter will expand the model to serve students in grades PK through 8 to ensure students leave the campus bilingual and bi-literate; (b) AVID classes – Each GPISD secondary school currently has implemented AVID class into student schedules. The charter will implement the program in grades 3 through 8. The GPISD AVID Coordinator will support implementation at the charter; and (c) Project Lead the Way STEM curriculum – The program has been successfully piloted in a GPISD middle school. Based on student science scores at the campus, PLTW will be implemented in grades 5-8 at the charter campus. Coordinated Efforts: The charter will remain a Title I School-wide campus. GPISD will utilize all funding sources to provide expanded services to the charter. Services to be provided through these funds include development of common assessments, guided reading training, leadership and peer training to conduct walkthroughs, progress monitoring systems and strategies, kindergarten round up and parent sessions. Commitment: The percentage of ELLs enrolled in GPISD is higher than the state average. The Travis campus has the highest enrollment of any school in the district and each year the number of ELLs served by the campus increases. Our district is committed to redesigning this campus to ensure students, who are not proficient in English when they enter elementary school, leave the charter bilingual and bi-literate, academically on track, and prepared for advanced studies.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Data review of student scores in ELA and Math using Eduphoria and TAPR reports	1.	Student scores for 3, 6 and 9 week common assessments in ELA and Math
		2.	Student scores for ELA and Math STAAR Benchmark
		3.	Student scores for ELA and Math sections of STAAR (1 st administration)
2.	Data review Writing section of STAAR using Eduphoria and TAPR reports	1.	Student scores for 3, 6, and 9 week common assessments in Writing
		2.	Student scores for Writing STAAR Benchmark
		3.	Student scores for Writing section of STAAR (spring 1 st administration)
3.	Review of ELL STAAR Interim Performance Expectation Chart for each classroom	1.	Documentation of ELL STAAR Interim Performance Expectation Chart
		2.	Campus schedule of data disaggregation trainings and meetings
		3.	Student scores on all sections of STAAR
4.	Data review Science section of STAAR using Eduphoria and TAPR reports	1.	Student scores for 3, 6, and 9 week common assessments in Science
		2.	Student scores for Science STAAR Benchmark
		3.	Student scores for Science section of STAAR (spring 1 st administration)
5.	Review of SBEC Credentials, Charter Prof Dev attendance, Walk-through Summaries	1.	Documentation of teacher ESL Certification
		2.	Documentation of teacher attendance at grant training
		3.	Walkthrough observations of best practices

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data Collection and Problem Correction: Travis Charter evaluation design focuses on the collection and analysis of data on an ongoing basis to determine the effectiveness of project management in implementing the charter plan, and to determine if the effectiveness of the educational plan in addressing the targeted teaching and learning needs of the school, and the specific academic problems of English language learners. *Program Level Data:* Project participants will take a Survey to assess the progress of project implementation at the beginning of the project and each semester until the end of the project period. Questions will focus on project implementation including: the number of participants served and strategies implemented, the effectiveness of targeted strategies in completing milestones, and the effectiveness of charter schedules and policies in supporting implementation. The CIC will review feedback and chart progress using the grant Timeline. The team will determine changes that need to be made, adjust strategies and timelines accordingly and assigning staff to monitor progress. *Student Level Data:* Educators will collect student data related to meeting performance targets specified in each grant objective using Eduphoria technology based data systems: (1) Academic Data - Teachers will administer electronic common assessments each nine weeks, a benchmark assessment at semester, and STAAR in the spring. Data will be collected using the Eduphoria system. Data will be analyzed in Cluster Group meetings. When students are not meeting Performance Expectations, educators will work as a team to recommend and make changes to classroom instruction including curriculum, instruction (grouping, tutorials, etc) to meet the needs of learners. The CIC will review data each quarter to determine if students are on track to meeting grant performance targets. The committee will determine changes that need to be made, adjust strategies for implementing curriculum programs and student services (such as training, materials, technology tools, etc), and assign staff to monitor progress; and (2) Teacher effectiveness: In addition, teacher effectiveness will be monitored by the committee using GPISD Professional Development evaluations and Walkthrough observation data. GPISD Content Facilitators and the campus STEM Coordinator will be assigned to work with teachers who are not meeting expectations. Long Term Solutions: The charter plan utilizes specific research based programs to improve student achievement in ELA, Math, Social Studies and Writing. Annually, the Executive Director of Elementary Education will work with the Director and Dean of Students to analyze program level and student level data for each targeted content area. The administrators will compare three years of prior student achievement to the 2016 STAAR scores. The result will indicate program components that are most strongly associated with student success for each subject area. The CIC will use the information to revise Critical Success Factors, Milestones, and Strategies (practices and policies) for the upcoming year. The revised plan will allow the campus to positively and significantly impact student performance and achievement.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Statutory Requirement 1: Describe the administrative relationship between the charter school and the authorized public chartering agency (i.e., the local board of trustees, the commissioner, or the charter holder board).

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Charter Holder: The Dual Language Academy at Travis has been designated with a unique ID number as a campus charter for the 2015-16 school year in the Texas Education Agency organizational database, AskTED. Grand Prairie ISD will be the entity to which a charter is granted under TEC, Chapter 12, Subchapter D. The GPISD Board of Trustees approved the charter on December 11, 2014. The Board will be the charter holder. **Board Policy:** The district will follow all GPISD Texas Association of School Board policies including Charter Campus or Program EL (Legal) and Charter Campus or Program EL (Local) in the establishment and operation of the charter campus. The district is not requesting the board to waive policy. **District Management:** Under the direction of the Board, the GPISD Superintendent will serve as the chief administrator of each school in the district including the charter campus. The Superintendent will work with district and campus administrators to ensure the charter is operated according to the approved application. Key district personnel including the Chief School Improvement Officer, Assistant Superintendent for Teaching, Learning and Assistant Superintendent for Budget and Operations, and the Executive Director of Elementary Education will ensure the plan is implemented to meet local, state, and federal guidelines. Key campus personnel including the Director, Dean of Students, STEM Coordinator, Campus Counselor, and Teachers will ensure the day to day operations meet the charter plan. **District Governance Resources:** Travis Charter will make decisions concerning operations, curriculum, and leadership autonomously based on the approved charter plan. The school will have the ability to utilize the vast resources and systems of Grand Prairie ISD to meet TEA funding, curriculum, testing, and accountability requirements and to submit corresponding reports to the agency. District administrators will work with campus administrators to ensure compliance with statutory and TEA requirements regarding student performance on state assessments; charter financial management, including ratings on the Charter Financial Integrity Rating System of Texas (FIRST); charter accreditation statuses; and charter compliance with other state and federal programs. Additionally, the Chief School Improvement Officer will request campus reports from charter during the first year of operation to determine if any potential problems or concerns exist in areas that include performance reporting, child nutrition, financial audits, legal Services, PEIMS data reporting, IDEA coordination, and student assessment. The Chief School Improvement Officer, Executive Director of Elementary Education, and Assistant Superintendent for Budget and Operations will oversee the submission of charter reports including: (1) Annual Submission of Governance Reporting Form - The charter school will submit the 2015-2016 Annual Governance Reporting Form for Open-Enrollment Charter Schools to the Charter School Administration Unit through the Charter School Tracking System (CSTS) by the assigned due date. The form will provide Texas Education Agency (TEA) with information about the board members and school officers of the charter school in accordance with Texas Education Code (TEC), §12.119(b) and 19 Texas Administrative Code (TAC), §100.101. Information will be used to update school information in annual Texas School Directory; and (2) Annual Report of Bylaws – The school district shall file with the State Board of Education a copy of the charter articles of incorporation and bylaws, or comparable documents, within the period and in the manner prescribed by the board: (1) the name, address, and telephone number of each officer and member of the governing body of the open-enrollment charter school; and (2) the amount of annual compensation the open-enrollment charter school pays to each officer and member of the governing body. On request, the State Board of Education shall provide the information required by this section and Section 12.111(8) to the public. Based on the information reported, the Dual Language Academy at Travis will be assigned an accreditation status as required by Texas Education Code (TEC) Chapter 39 and authorized in 19 Texas Administrative Code (TAC), Chapter 97. An accreditation status of Accredited, Accredited-Warned, Accredited-Probation, or Not Accredited-Revoked will be assigned by TEA. The data used to assign accreditation ratings include the academic accountability rating, the financial accountability rating, and compliance with TEA requirements. It will be important for campus leaders to work under the guidance of GPISD district personnel to ensure the campus receives an "Accredited" status. **Summary:** The charter campus will be governed by the GPISD Board. The Superintendent will be the chief administrator. The charter Director will work with GPISD administrators to ensure systems and processes are in place to collect and report data used to determine the school's academic accountability rating, the financial accountability rating, and campus compliance with TEA requirements. District administrators will monitor reports from the campus during each year of operation to determine if any potential problems or concerns exist in areas that include performance reporting, child nutrition, financial audits, legal Services, PEIMS data reporting, IDEA coordination, and student assessment. Utilizing the expertise of GPISD, the charter will develop systems that allow the autonomous campus to successfully monitor, evaluate and report information to meet local, state, and federal requirements.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Statutory Requirement 2: Describe how the authorized public chartering agency will provide for continued operation of the school once the Federal start-up grant has expired.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Travis Campus Improvement Committee will use six strategies recommended by the US Department of Education to ensure continued operation of the charter campus after grant funding ends. (1) *Participant Support*: Collaborative campus, district, community, and partner support will be a focus of charter planning, implementation, and evaluation. The innovative educational plan was created by the Travis Elementary Education Improvement Committee. Campus staff revised and approved the plan at faculty meetings. MOUs to provide ongoing training and support during Year 1 in the Gomez & Gomez Dual Language Enrichment program, AVID Elementary Curriculum, and Project Lead the Way STEM modules have been constructed and approved. All campus educators will be trained to implement the project in the first year. Outstanding educators will be designated as peer mentors to provide training in subsequent years for new campus teachers. (2) *High Quality Project Management*: The Campus Improvement Committee which includes representative from all partners will meet quarterly to monitor project management implementation and make changes based on data. (3) *Accessible Curriculum Systems*: Grant funds will be used to develop curriculum and instruction units and common assessments for each nine week grading period that will enable the campus to offer quality programming after the grant period ends. Through the campus Eduphoria curriculum management program, educators will access curriculum and instruction, and assessment resources. (4) *Highly Qualified & Certified Staff* - All campus educators will earn ESL Certification during the project period. The certification will enable the campus to employ and retain a highly qualified staff to successfully implement the program after the project period. (5) *Ongoing Staff Development*. The campus will work with proven professional development and technical assistance providers to expand participants' repertoire of strategies for utilizing data to drive project components and work with at-risk youth. The train-the-trainer model implemented will provide trainers to conduct workshops and mentor peers after the grant has ended; (6) *Interactive Learning and Teaching Resources*: Students in the project will use technologies to access electronic textbooks, Project Lead the Way modules, and AVID eBooks and research sites. Educators will learn to utilize the Texas Student Data System to monitor and evaluate student academic achievement (grades, common assessment scores, benchmarks, STAAR scores), and identify risk factors (attendance and discipline reports). The systems will also be used to provide data for state and federal accountability systems. The technology systems are provided at no cost by TEA. The Regional 10 Educational Service Center will provide ongoing training support for each system well after the grant period ends.

In addition to implementing research-based strategies for continued operation of the campus, the charter campus will utilize traditional sources of funding including appropriate local, state, and federal funds. During the first year of operation, the charter will apply for specific funding to the Texas Education Agency including, but not limited to:

- Federal special education IDEA funds will be requested to provide special education programs.
- Federal "Title" program funds will be requested to provide: resources for economically disadvantaged learners, staff development and materials for technology integration; staff development training for teachers/staff; ESL certification training for new teachers; Project Lead the Way fees for module access;
- Federal High School Allotment funds to provide annual AVID Elementary fees.
- Bilingual allocations for providing Gomez and Gomez resources to be used for student evaluation, materials, salary supplements, etc.
- State Compensatory Education funding to provide resources for "at-risk" learners. The majority of campus students will qualify for these funds.
- All other appropriate state and federal funding will be utilized to provide curriculum, materials, and resources that promote student success in core content areas.

The charter will also submit applications for various discretionary grants when available to create, implement, and evaluate campus improvement initiatives outlined in the Campus Improvement Plan.

Summary: The charter school initiative will use research based components and traditional methods of funding to develop a system that is sustainable; however, it is the success of the project in positively changing the lives of participants, the learning environment of the school, and the economy of the community and state that will sustain the project. The Board of Trustees has approved facilities, furniture, and educational materials to operate the campus during the life of the grant and beyond. All project participants, including students, parents, teachers, administrators, and partners from education, are committed to finding funding resources and "doing the work" to ensure a successful charter that meets the needs of our most in need elementary learners.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 057910	Amendment # (for amendments only):
<p>Statutory Requirement 3: Describe and justify any requests for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived, or otherwise not apply to, the school.</p> <p>Note: All applicants must address this statutory requirement.</p> <p>Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p>	
<p>The Dual Language Academy at Travis charter campus will utilize waivers granted to Grand Prairie ISD for the successful operation of the charter school. The GPISD waivers that will be applied at the campus include:</p> <ol style="list-style-type: none"> 1. Modified Schedule State Assessment Testing Days - This waiver allows the district to modify the schedule of classes on State Assessment testing days during the school year. The waiver will be used at the charter campus to reduce interruptions during testing periods. The waiver was approved in 2014 and expires in 2017. 2. Staff Development Days – This waiver allows the district to modify the professional development schedule to provide credit for 3 days of professional learning taking place outside of the school year. The waiver will enable charter campus teachers to take part in approved online learning, institutes, and conferences during the summer of 2015 to gain professional development in Gomez and Gomez Dual Language Enrichment Program, AVID Elementary curriculum, and Project Lead the Way curriculum. The waiver was approved in 2014 and expires in 2017. 3. Teacher Data Portal of Texas Assessment Management Systems - This waiver allows the district to utilize the Grand Prairie ISD teacher data portal instead of the teacher portal component of the Texas Assessment Management System. The campus charter will use the GPISD teacher data portal to access and report data. The use of the GPISD system will enable charter educators to utilize support and training provided by the school district. The waiver was approved in 2014 and expires in 2017. 4. Timeline for Accelerated Instruction - The waiver allows school district to adjust the timeline for providing the accelerated instruction required for placement in promotion to the next grade. This waiver will enable the charter to provide an innovative tutorial schedule that meets the needs of students who fail the third administration of the grade 5 or 8 STAAR reading and or mathematics test. The waiver was approved in 2014 and expires in 2017. <p>At this time, Travis Charter will not request additional waivers of any Federal statutory or regulatory for the operation of the charter school. The school will not waive state or local rules applicable to public schools.</p>	

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Statutory Requirement 4: Describe how the grant funds will be used to accomplish the purpose, goals and objectives of the grant. Describe how the items/activities are necessary for initial implementation and the anticipated outcome for using grant funds for the purpose. Include a description of how such funds will be used in conjunction with other Federal programs administered by the U.S. Secretary of Education.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Funds Accomplish Grant Purpose, Goals and Objectives: Under the direction of the GPISD Chief School Improvement Officer and the Director of Strategic Partnerships, the Travis Campus Improvement Committee (CIC) of educators, parents, and community members drafted a Charter Blueprint for The Dual Language Academy at Travis. The profile outlines critical needs, goals, objectives, milestones, activities, and performance targets. A detailed planning and operations budget was created to implement each activity. Funds required for approved budget items include:

- Planning and design of the educational program – The Travis Campus Improvement Committee will be provided with funding to provide documents for meetings including: agendas and minutes, research materials on topics that are relevant to meeting charter goals, formative and summative evaluation reports, recruitment resources, and newsletters.
- Curriculum planning and development – Grant funds will be used to contract with educational partners during the planning phase to provide administrator training on the instructional benefits and key components for successful campus and classroom implementation. In addition, funding will provide professional development for educators to implement the Gomez and Gomez DLE, AVID Elementary, Code programming, and Project Lead the Way STEM programs.
- Program coordinator salary, limited during the planning phase - The Director and Dean of Students salary includes the summer planning period. Salary is requested for STEM Coordinator from May 1, 2015 to the first day of school.
- Instructional and administrative personnel, limited during the planning phase – Instructional personnel will receive extra duty pay through the grant program to attend summer training. Also, clerical staff salary is requested during planning.
- Non-consumable supplies and materials for start-up activities, including textbooks, library books, reading materials, teaching materials – Grant funds will be used to purchase curriculum and instructional materials to implement the Gomez and Gomez DLE, AVID Elementary, and Project Lead the Way STEM programs.
- One time start-up equipment purchases – Funds are requested to purchase personal technology devices with cases, printers, and projectors to provide students with real-time access to learning. In addition, teacher and classroom technology bundles will be purchased to link computers to the GPISD network which provides educational materials and resources digitally. Code programming lessons and Project Lead the Way modules. In addition, grant funds will be used to purchase library books for the AVID Elementary and Gomez and Gomez DLE programs.
- Specific start-up costs *that provide direct services* to students – Concilio of Dallas will be contracted through the grant to provide training for families in Spanish and English to become engaged in their child's educational program. The non-profit will provide child care services during the sessions.
- Professional development/training for teachers and staff, including travel and registration fees – The grant will provide funding in the form of incentives for teachers to attend ESL Certification classes, the annual AVID conference, and bilingual and STEM conferences.

Federal Funding: In addition to federal start-up funds, the charter campus will other federal funding sources available to the charter including, but not limited to:

- Federal special education IDEA funds will be requested to provide special education programs.
- Federal "Title" program funds will be requested to provide: resources for economically disadvantaged learners, staff development and materials for technology integration; staff development training for teachers/staff; ESL certification training for new teachers; Project Lead the Way fees for module access;
- Federal High School Allotment funds to provide annual AVID Elementary fees.
- Bilingual allocations for providing Gomez and Gomez resources to be used for student evaluation, materials, salary supplements, etc.

All funds requested through the grant program will be utilized to accomplish the activities that have been aligned to grant goals and objectives on the Charter Blueprint. The CIC will review the use of funds and adjust purchases to meet the needs of the campus in meeting charter goals. Program funds will supplement, and not supplant state mandates, State Board of Education rules, and activities previously conducted with state or local funds. State or local funds may not be decreased or diverted for other purposes merely because of the availability of grant funds. The program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

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Schedule #16—Responses to Statutory Requirements

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Amendment # (for amendments only):

Statutory Requirement 5: Describe how the charter school that is considered a local educational agency under state law, or a local education agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Act. (See Appendix 1.) Failure to respond appropriately to this requirement will deem the applicant ineligible for funding as meeting the needs of special education students is a statutory requirement for this federal program.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Appropriately identifying culturally and linguistically diverse students with special learning needs to ensure they receive suitable services is a challenge in GPISD and across the nation. The Travis Charter educational curriculum programs that are designed to build on the child's native language and the assessment system that takes into account language acquisition and sets expected performance targets over four years will enable educators to meet this challenge and provide appropriate services in regular and special education settings.

Compliance with Individuals with Disabilities Act: Travis, as a charter campus in the Grand Prairie Independent School District (GPISD) will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Act. As a school of GPISD, the district will serve children with disabilities attending the charter campus in the same manner as GPISD serves children with disabilities in its other schools, including providing supplementary and related services on site at the charter to the same extent to which the local educational agency has a policy or practice of providing such services on the site to its other public schools. The Grand Prairie ISD Executive Director of Special Education will work closely with the charter campus to ensure processes and documentation consistent with federal policies and procedures established under section 612 will be followed as outlined in the GPISD Grants Manual. Amounts provided to the GPISD shall be expended in accordance with the applicable provisions and shall be used only to pay the excess costs of providing special education and related services to children with disabilities and to supplement local, state, and other federal funds. The funds will not supplant other funding sources and shall not be used to reduce the level of expenditures for the education of children with disabilities made by GPISD from local funds below the level of those expenditures for the preceding fiscal year unless the reduction is attributable to a permitted exception or an allowable adjustment to local fiscal effort in certain fiscal years. GPISD shall ensure that all personnel necessary to carry out this part are appropriately and adequately prepared, subject to the requirements of section 612(a)(14) and section 2122 of the Elementary and Secondary Education Act of 1965. Funds will be used for the costs of special education and related services, and supplementary aids and services, provided in a regular class or other education-related setting to a child with a disability in accordance with the individualized education program of the child, even if one or more nondisabled children benefit from such services. GPISD will use funds received under this program to pay for the high cost of special education and related services including purchasing adaptive technologies and personnel providing services described in the Individualized Education Plan (IEP) of children with disabilities. The district will also purchase appropriate technology for recordkeeping, data collection.

Proportional Fund Distribution: GPISD will provide funds under the Individuals with Disabilities Act to Travis Charter on the same basis as the local educational agency provides funds to other campuses, including proportional distribution based on relative enrollment of children with disabilities. Under the Direction of the Executive Director of Special Education, funds will be provided to the charter school by GPISD in a timely manner and on the same timeline as other schools in the district. The funds will be distributed in accordance with local and legal charter policies.

Instructional Materials Purchase: The charter will purchase instructional materials to meet Individuals with Disabilities Act guidelines and TEA regulations in a timely manner including providing materials to persons with print disabilities.

Record Keeping and Communication: Grand Prairie ISD shall provide the TEA with information necessary to enable the agency to carry out its duties under this part, including information relating to the performance of children with disabilities participating in programs carried out under this part. GPISD shall make available to parents of children with disabilities and to the general public all documents relating to the eligibility of such agency under this part. GPISD shall cooperate in the Secretary's efforts under section 1308 of the Elementary and Secondary Education Act of 1965 to ensure the linkage of records pertaining to migratory children with a disability for the purpose of electronically exchanging, among the States, health and educational information regarding such children.

Summary: Traditionally, identification of English Language learners for special education services has been difficult since slow progress in class can be attributed to the interference of the student's native language. The educational plan at Travis will enable educators to determine student academic progress based on the development of academic skills in the child's native language and to recommend appropriate educational services to meet individual needs.

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Amendment # (for amendments only):

Statutory Requirement 6: Describe the educational program to be implemented by the proposed charter school, including (1) how the program will enable all students to meet challenging state student academic achievement standards; (2) the grade levels or ages of children to be served; and (3) the curriculum and instructional practices to be used.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.* Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Meeting Academic Standards: The Travis campus education plan has been redesigned to focus on improving academic achievement for English language learners. The Gomez and Gomez Dual Language Enrichment (DLE) Model will be introduced in Pre-Kindergarten to develop language and literacy. Advancement via Individual Determination (AVID) classes will be added in grade 3 to develop reading, writing, math and study skills, as well as, time management strategies. Project Lead the Way STEM activities will be introduced in grade 5 to build collaboration and critical thinking skills based on science, ELA, and math concepts. Ongoing professional development, technology tools, and materials to implement each approach will be provided to support campus educators. Teachers will attend Cluster Meetings based on their grade level and subject taught to share and learn with peers and to use data to guide instruction. The Concilio of Dallas will provide training to support parents in actively participating in the academic success of their children. Grade Levels to be Served: The Dual Language Academy at Travis four year implementation plan includes serving PreK through Grade 6 students in Year 1 and adding one grade level per year for the following three years. Students within Grand Prairie ISD attendance boundaries, as well as, students attending districts within a 50 mile radius will be eligible to attend the charter campus based on an application process. The school will accept applications for approximately 100 students per grade level. By the fourth year of operation the school will enroll approximately 1000 students in PK through Grade 8. Curriculum and Instruction: The Dual Language Academy curriculum and instruction will be organized around three specialized programs to prepare students who are at-risk of school failure to succeed in school and a global society: (1) *Gomez and Gomez Dual Language Enrichment (DLE) Model:* The goal of the DLE model is for each student to develop language and literacy skills to succeed in primary grades and to enter secondary school bilingual and bi-literate. Three key elements of the program enrich education: (a) Language of Instruction - Each core subject area is taught in a specific language to promote understanding of content and support language acquisition. English is taught in the native language, Math in English, and Science and Social Studies in Spanish; (b) Language Development, Content Learning and Enrichment -The educational environment is restructured to improve understanding of essential skills and knowledge. Components include rotating the Language of the Day, pairing students for collaborative work based on language and content ability; providing centers with Spanish and English activities; integrating 15 minutes of conceptual refinement at the end of lessons; creating word walls in both languages; and integrating inquiry based projects into all subject areas; (c) Assessment - Common assessments will be administered each nine weeks based on the language of instruction for each subject. Texas English Language Learning (ELL) Progress Measures will be used to set performance expectations for each student on each section of STAAR. The 1 to 4 year assessment plan will be used to determine student academic growth and achievement. (2) *AVID Elementary:* The goal of AVID is to develop core content and study skills to ensure each student is promoted to the next grade, meet ELL Progress Measures/STAAR standards, and prepare for rigorous college preparatory classes in high school. Key components include: (a) Content Area Instruction - Integrating WICOR writing to learn, reading, inquiry, collaboration, and organization strategies in all content areas; (b) Culture - Building communication strategies (listening, speaking, writing), self-advocacy skills, note-taking strategies, critical thinking, and study skills during daily instruction; (c) Leadership - Setting academic goals and learning to use organizational tools and time management skills to achieve them; (d) Systems - Restructuring campus operations to develop partnerships among students, classrooms, grade levels, schools, feeder patterns, families, and the communities served. The campus counselor will coordinate social services, positive behavior services and parent involvement events. Concilio of Dallas will provide family training to teach parents about their role and responsibility in their children's education. (3) *Project Lead the Way (PLTW) STEM Curriculum:* The goal of PLTW curriculum is to build science and math concepts and foster collaboration high level thinking skills that prepare students to pass rigorous college preparatory and credit courses in high school. Two key elements will be the focus of PLTW instruction: (a) Modules - Utilize PLTW learning modules based on Texas Math, English Language Arts, and Science TEKS, and Next Generation Science Standards to develop STEM knowledge and skills; (b) Scientific Method - Introduce project based learning strategies focusing on application of scientific learning theory to engage teachers and students in peer learning and discovery. A STEM Coordinator will be hired to train and support educators. Summary: Grade level standards of academic success increase each year. The charter educational plan has been designed to provide ELLs structured support to bridge language gaps, master essential knowledge and skills, and to meet challenging state standards.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Statutory Requirement 7: Describe how the charter school will be managed. (1) Include a detailed description of the ways in which the campus charter school will be permitted to manage autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. (2) Describe how this autonomy is **above and beyond the degree of flexibility and autonomy afforded to traditional campuses** within the district.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Campus Autonomy: Travis Charter will be governed by the GPISD Board of Trustees. Under the direction of the Board, the Grand Prairie ISD Superintendent will serve as the chief administrator of the charter campus. Campus leadership will include the Director, Dean of Students, STEM Coordinator, and Campus Counselor. The Director will report directly to the Executive Director of Elementary Education. The campus leader will manage operations of the charter including, but not limited to (a) direct leadership, operations, and curriculum initiatives of the campus through the site based campus improvement process; (b) serve as central program manager of the charter budget; (c) interview and make recommendations to the Executive Director of Human Resources relating to the selection of school personnel; and (d) provide leadership for the attainment of student performance at the school based on the indicators adopted by the Board of Trustees. The Dean of Students will manage day-to day operations of the charter campus under the supervision of the Director including, but not limited to: (a) coordinate academic and social support programs; (b) handle discipline incidents; and (c) oversee ordering, receiving, and distribution of materials and resources through the GPISD budget process. The STEM Coordinator will work with teachers to implement academic programs. The coordinator will (a) train teachers during Cluster Meetings, (b) conduct peer observations, (c) lead data and planning meetings. Campus educators will form a collaborative team to instruct students based on the educational plan. Teachers will (a) work together each week at Cluster Group meetings to present student data and analyze trends. The educators will develop 90 day plans that include academic goals, targeted curriculum and instruction, and enrichment opportunities to improve student and class achievement. The Campus Counselor will coordinate social and positive behavior services and parent involvement events including Concilio of Dallas trainings. The Campus Improvement Committee (CIC) composed of charter stakeholders including educators, students, parents, postsecondary education representatives, community members, and business partners will be the site based decision making team for the charter campus. The committee will meet each nine weeks to analyze project level information and student data to determine if critical success factors were met based on the charter timeline. If a critical success factor has not been accomplished, the team will:

- a. Determine the key activities to be put into practice;
- b. Specify needs in the area of curriculum, materials, professional development, and parental support;
- c. Identify team member responsible for implementing proposed changes; and
- d. Make necessary adjustments to charter class schedules, daily operations, and the campus calendar.

The campus will exercise a degree of autonomy not afforded to traditional campuses as the site based team will have the authority to implement changes to the educational plan through the CIC process on a quarterly basis without approval of the District Education Improvement Committee.

Flexibility and Autonomy Beyond Traditional Campuses: The charter's management plan shifts decision making authority from the central office to the campus. In an effort to improve performance of high need students, all decisions of educational consequence will be made at the school. The decisions will be made based on project level and student level data at the school level without district regulation. The campus Director will serve as the site manager to supervise operations, leadership and curriculum of the campus. The Director will be held accountable for the success of the school. The Campus Improvement Committee will have a supervisory role. As stakeholders in the charter, the committee will oversee the implementation of the charter plan including setting schedules, policies, and budgets to effectively implement the plan. Teachers will attend Cluster Group meetings to make decisions concerning instructional issues including setting campus and student academic goals, allocating funds for instructional purposes, and making decisions concerning school trips and parent participation activities. Through including educators in decisions and providing incentives to certification and professional learning, the school will improve leadership and performance in the individuals who have the most influence on the students. The school management plan contains a system of checks and balances. Each decision making team reports to another stakeholder before the plans are implemented. In this way, no party has control the school entirely. Students, parents, teachers, administration, and project partners have parity on the Campus Improvement Committee that reaches agreement through consensus. The ability to address concerns quickly at the campus level based on ongoing monitoring and feedback will ensure the innovative educational plan of the charter school will be successful in achieving critical success factors to meet student success goals.

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Schedule #16—Responses to Statutory Requirements

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Amendment # (for amendments only):

Statutory Requirement 8: Describe the performance measures and methods by which the charter school will determine its progress toward achieving those objectives. For each objective include a description of what is going to change as a result of this grant project, who will achieve the change, how much change will occur, and when will the change occur.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.* Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Academic performance at Travis Elementary is well below state and federal standards. For the past two years, the campus received an accountability ranking of "Improvement Required" which is the lowest performance rating under Subchapter C. The Campus Improvement Plan outlines five goals developed to meet student needs. Each goal has a corresponding objective which describes the change that is expected, the group that will achieve change, and the amount of change that will occur. For each objective, performance measures and methods that will be used to determine progress have been determined. The goals, objectives, performance measures, and methods are below:

GOAL 1: Establish a school of choice to improve language acquisition and academic achievement for ELLs.

Objective 1: 80% of charter students will meet standards on STAAR ELA and Math. Grade PK through 8 teachers will utilize Gomez & Gomez Dual Language Enrichment model strategies improve academic achievement. Common assessments will be administered each 3, 6 and 9 weeks to monitor student progress. A Performance Expectation will be determined for each student and a plan created that specifies the expected number of years (1 to 4 years) it will take to meet standards on ELA and Math sections of CPALLS (PreK), TPRI (K-2), and STAAR (3-8). The Dean of Students will present the number and percentage of Travis students who met Performance Expectations in ELA and Math by classroom, grade level, and campus to the Campus Improvement Committee (CIC) in May 2016 using DMAC Solutions and Eduphoria reports. Both systems have the capability to summarize data by student, grade, & campus.

GOAL 2: Improve teaching and learning to develop preparedness for postsecondary success for ELLs.

Objective 2: 80% of campus students will meet achievement standards on STAAR Writing. Teachers of grades 3 through 8 will be trained to integrate AVID curriculum into lessons to improve Writing skills. Expectation will be determined for each ELL and a plan created that specifies the expected number of years it will take to meet standards on STAAR Writing in grades 4 and 8. Each Travis student will be expected to meet standards within four years of entering the campus. The Dean will present the number and percentage by classroom, grade level and campus students who met Performance Expectations in Writing to the CIC in May 2016 using DMAC & Eduphoria reports.

GOAL 3: Expand the progress monitoring system to address needs of English language learners.

Objective 3: 100% of ELLs will have a STAAR Interim performance expectation – The Director and Dean of Students will work with the Director of ESL/Bilingual Programs to create a system for implementation of the ELL Performance Measures at the charter. All students that are eligible to receive the ELL Progress Measure will be placed into a plan based on TELPAS information by October of 2015. The progress measure will be used to determine accountability on the spring 2015 administration of STAAR. The Director will present the progress monitoring system procedures and chart as well as the form utilized to document each learner's plan to the CIC during December 2015.

GOAL 4: Encourage different and innovative learning methods to build achievement in STEM subjects.

Objective 4: 80% of campus students will improve achievement on STAAR Science. Teachers of grades 5 through 8 will be trained to integrate Project Lead the Way STEM curriculum into lessons to improve Science knowledge and skills. A Performance Expectation will be determined for each ELL and a plan created that specifies the expected number of years for the student to meet performance standards on STAAR Science. Each student will be expected to meet standards within 4 years of entering the campus. The STEM Coordinator will present number and percentage of students who met STAAR Progress Measures to the CIC in May 2015 using DMAC and Eduphoria reports.

GOAL 5: Increase the number of highly qualified teachers with ESL Certification at the charter.

Objective 5: 100% of educators will be ESL Certified as evidenced by campus reports. Charter campus educators will attend training to become ESL certified. The Dean of Students will coordinate training dates for each grade level. Teachers will be expected to successfully pass the ESL certification exam by May 2016. Credentials will be listed on the State Board of Educator Certification secure website. The Director will present the number and percent of educators who have earned certification to the CIC in May 2016 using GPISD Educator Excellence Award reports.

The goals and objectives of the charter have been written to build on the culture and language of English language learners to address needs and promote success. Each program and associated performance measure has been strategically designed to ensure students master essential knowledge and skills, progress to the next grade level prepared to succeed in rigorous college preparatory content area classes, and enter high school bilingual and bi-literate. The charter will maintain clear documentation and data for the school and students served by the grant; will comply with reporting and evaluation requirements established by TEA; and will submit reports in the format and manner requested.

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Schedule #16—Responses to Statutory Requirements

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Amendment # (for amendments only):

Statutory Requirement 9: Describe how parents and other members of the community will be involved in the planning, program design and implementation of the charter school.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Under the direction of the Chief School Improvement Officer, the Campus Improvement Committee (CIC) comprised of educators, parents, community members, and GPISD Board members will oversee the planning, program design, and implementation of the charter school.

Planning and Program Design: In 2014, the committee met to review the comprehensive needs assessment and develop a Campus Improvement Plan for the school. The campus, in the second year of improvement is required to restructure the campus to meet the needs of learners. The team researched evidence based programs to meet each identified need. Once district and campus educators agreed upon programs, the CIC drafted a redesign plan for Travis including the following critical elements:

- Needs Assessment – outlines campus demographics, assessment data, and formative and summative evaluation information as well as proposed curriculum and instruction and assessment programs.
- Governance and Administrative Plan – management overview including roles for students, parents, and staff;
- Facilities plan;
- Campus Improvement Plan – describes goals, performance objectives, strategies, staff responsible, evidence of success, and summative evaluation components for campus improvement;
- Planning and operations budget; and
- Charter Implementation Blueprint – outlines goals, objectives, critical success factors, milestones, activities, performance measures and methods based on the charter application.

The advisory committee was careful to address all requirements of the federal School Improvement Program in the campus plan.

Implementation of the Plan: The Travis Charter Director will lead the Campus Improvement Committee. The team will meet each nine weeks to review project and student level data. In this way, the site based team will continuously monitor the effectiveness of grant implementation and the impact of the program on student achievement. In addition, the committee will examine budget expenditures each nine weeks to monitor use of grant funds. The team will revise timelines and targets on the Charter Blueprint and recommend grant amendments to request budget changes when warranted. It will also be the responsibility of the committee to conduct a summative evaluation of the program and to create a Travis Campus Improvement Plan for the upcoming year. The Director will present the Campus Improvement Plan to the Superintendent for consideration by the Board of Trustees. The charter will utilize the same process for making site based decisions as the parent district; however, unlike traditional campuses, the Travis CIC will have the ability to revise the Campus Improvement Plan and make adjustments to implementation and timelines as warranted by project and student level data during the school year without the approval of the district committee.

Parent Participation in Student Learning: The charter school's use of site based management is designed to provide parents and community members with an opportunity to participate in implementation of the charter plan. However, participation in program implementation means more than attending CIC meetings. Parent participation in their child's education is vital to meeting program goals. The Campus Counselor will work with students and families on a daily basis to meet educational and behavior objectives outside of the classroom. To increase the number of parents who take a role and responsibility in their child's education, Travis will contract with Concilio of Dallas. The non-profit organization will conduct training to teach parents and community members about successfully navigating and engaging with the educational system. Training topics presented in Spanish and English will help parents gain confidence in discussing academics with teachers, monitor grades, and homework, and to set high academic expectations including goals for higher education. The organization will present training two times each week for eight weeks and provide child care at each event to ensure parents have the opportunity to attend.

Summary: Research has proven that parent participation in education is linked closely to student achievement. Children whose parents are involved in their formal education have many advantages. According to Anne T. Henderson in *Parents Are A Schools Best Friends*, children whose parents are involved "have better grades, test scores, long term academic achievement, attitudes and behavior that those with disinterested mothers and fathers". The Travis Charter will provide families and community members with the strategies and opportunities to engage in program planning, design, and implementation. The charter plan expands the role of parents by providing adult education to support own child to help each family meet personal and academic goals. Together we will ensure all students succeed.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Statutory Requirement 10: Describe how students in the community will be (1) informed about the charter school; and (2) given an equal opportunity to attend the charter school.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.* Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

(1) Students Informed about the Charter School: Travis Charter will recruit students who are English language learners as well as English speaking students. The Gomez and Gomez bilingual model recommends both Spanish and English speaking students attend classes at each grade level to meet the goal of each student learning two languages. During the spring of 2015, the district will recruit grade PK to 6th grade students from the Travis Elementary campus, the district, and high need campuses in the region to attend the charter:

Travis Elementary Students - Travis Elementary will hold parent meetings to introduce the School of Choice to family members of students currently enrolled in the campus. Topics at the meeting will include:

- Educational Plan – The campus administrator, school hours and schedule, and the academic expectations will be introduced;
- Curriculum – Gomez and Gomez DLE, AVID, and Project Lead the Way, and ELL Performance Measures will be presented;
- Parent Expectations – Participation in homework, events, and parent-teacher conferences will be reviewed.

Four meetings will be held during the spring semester at different times during the day to ensure family members can attend based on their work and home responsibilities. All meetings will be held in Spanish and English. By reaching out in both native languages, the meetings will provide information to each stakeholder and also support the bilingual goals of the campus.

GPISD Students - The district will recruit students in GPISD enrollment boundaries to attend the charter campus. The district holds an enrollment event, The Grand Prairie ISD Experience, in January each year. The event is held at the Dubiski Career High School. This year, the event will provide information about the Travis Charter as well as the other Schools of Choice and Programs of Choice in the district.

Priority and Focus School Students - In addition to meetings held for existing Grand Prairie ISD students, members of the Campus Improvement Committee have identified a variety of tools to use in the recruitment process of students from Priority and Focus schools within 50 miles of GPISD enrollment boundaries. Recommended strategies include parent meetings, advertisement in local and regional newspapers; posting brochures at community organizations, social service agencies, and businesses; and presenting informational meetings linked to school and community events. The committee will determine recruitment activities to be utilized during planning meetings in the spring of 2015. The committee will use recommendations of Concilio Dallas, a contracted service provider in the grant to gain parent interest and attendance at recruitment events. The non-profit provides training to engage families in their child's education and have a record of successful programs and events. All information, recruitment documents, and public relations messages concerning the charter will be provided in Spanish and English.

(2) Student Opportunity to Attend the Charter School: All students within Grand Prairie ISD enrollment boundaries and students living within a 50 mile radius of the district will be eligible to attend the charter campus. Campus enrollment will be based on an application process. Families interested in enrolling a child in the campus will be expected to apply using an online application portal on the GPISD web site. The applications will be open between January and March of 2015 for Travis Charter application purposes. Families will be required to provide their children's birth certificate, transcript or grades, state assessment (STAAR) results, attendance records, health records and behavior reports to complete the enrollment process. Families without Internet access are provided technology access and support in completing the application at the GPISD Parent Involvement Center, Travis Elementary or any GPISD campus, and the district's Education Center. GPISD students will be given priority for enrollment. If more students apply for admission than can be served at the campus, the charter will admit students on the basis of a lottery.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Statutory Requirement 11: Provide a description of the campus charter's process to become a charter school, including:

1. the district's general process for approval of campus charter schools and the steps the campus took to become a charter;
2. the premise in which the school board approved the campus for which a charter was granted to operate;
3. what the campus will be doing differently, above and beyond, that of a regular district campus that merits charter status and charter school start-up funds;
4. if the campus is converting from a regular district campus to a campus charter, what the campus charter will be doing above and beyond that which was done when it operated as a district campus.

Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1. The GPISD general process for approval of campus charter schools and steps the campus took to become a charter: The Grand Prairie ISD local school board policy allows the district to establish schools of choice including charters. The charter application process was completed according to the GPISD policy for approving campus charter schools. In 2014, the Travis Campus Improvement Committee reviewed the required elements of a charter under law and researched specific charter elements, and visited the successful GPISD Collegiate Charter. Under the direction of the Chief School Improvement Officer, the team of educators, parents, community members, and GPISD Board members drafted an educational plan of critical elements including: the governance and administrative plan including roles for students, parents, and staff; a framework for curriculum, pedagogy, and assessment; a detailed budget planning and operations budget; and a facilities plan. The Director of Strategic Partnerships introduced the proposed charter campus to the GPISD Board of Trustees on November 6, 2014 and presented application documents for review and discussion. The charter application was approved by the Board on December 11, 2014.

2. Premise in which the Board approved the campus: Travis Elementary is currently a neighborhood school in GPISD with an enrollment of 595 students in Kindergarten through 4th grade. The majority of learners (87.2%) served by the campus are economically disadvantaged learners. 87.2% of learners at the campus are Hispanic and 59.5% are classified as English language learners (ELL). Because academic achievement at the campus is well below state standards, the school is in its second year of improvement and is required to restructure the educational plan. Based on the work of the Campus Improvement Committee, the campus will re-open in 2015-16 as a campus charter with the mission of providing a positive, safe, supportive environment where students succeed in learning. Spanish and English speakers will be recruited to attend the GPISD School of Choice. Curriculum in the school will be organized around three specialized instructional programs to prepare students who are limited English proficient to succeed in school and a global society - the Gomez & Gomez Dual Language Enrichment Model, Advancement via Individual Determination (AVID) Elementary curriculum, and Project Lead the Way STEM curriculum. Learners will leave the charter campus bilingual and bi-literate and equipped with skills that will empower them to earn a high school diploma and a postsecondary credential, and to ultimately find employment in a high demand career field.

3. What the campus will be doing differently, above and beyond, that of a regular district campus that merits charter status and start-up funds: Traditional programs provide pull-out ELL classes for a few hours each week. The Travis educational plan is designed to use the student's native language to build academic content and promote achievement: (a) all classes will be taught in the student's native language and English; (b) campus grade levels will be extended to PK through 8th to enable students to take rigorous college preparatory classes in a bilingual environment; and (c) a new form of assessment will be implemented that takes into account the learner's stage of language acquisition for accountability purposes. As a charter, the campus will have the autonomy to make adjustments to the educational plan based on project and student level data without the approval of the district improvement committee. Using site based management each component of the program including innovative curriculum, class offerings, and assessment procedures will be continually monitored and adjusted to support academic achievement of ELLs.

4. What the campus charter will be doing above and beyond that which was done when it operated as a district campus: GPISD currently has fourteen Schools of Choice that provide services for identified needs of the students and families within the GPISD school district boundaries. Each of the existing schools selects students from GPISD and the surrounding area for enrollment at the school of choice campus based on demonstrated talents, achievement, and dedication to an interest. None of the established School of Choice campuses offers a program designed to meet the needs of English language learners. GPISD offers AVID classes to students in all secondary campuses. The charter will be the only AVID elementary site in the district. In addition, the campus will be the only school in GPISD serving elementary and middle school students on the same campus. If successful, the innovative charter plan will serve as a model for improving academic achievement for ELLs in our district and the state.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 12: Specify any basis, in addition to a basis specified by Subchapter C, on which the campus charter may be placed on probation or revoked.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Grand Prairie ISD currently operates two successful campus charters. There is no basis, in addition to a basis specified by Subchapter C, on which the campus charter may be placed on probation or revoked.

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Amendment # (for amendments only):

Statutory Requirement 13: Describe how the charter school will be governed. (1) Include a detailed description of the ways in which the campus charter school will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. (2) Describe how this autonomy is **above and beyond the degree of flexibility and autonomy afforded to traditional campuses** within the district.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.* Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The school will be a campus charter school. The State Board of Education (SBOE) will review and approve the charter application. Grand Prairie Independent School District (GPISD) will be the entity to which a charter is granted under TEC, Chapter 12, Subchapter D. The GPISD Board of Trustees will govern the charter. The Superintendent will serve as the chief administrator of the charter under the supervision of the Board. The district will follow the charter application and GPISD Texas Association of School Board policies including Charter Campus or Program EL (Legal) and Charter Campus or Program EL (Local) in overseeing the operation of the charter campus. The Board will provide evidence that the charter is appropriate for occupancy as an instructional facility and has a letter on file. The letter is attached to this application and the charter will keep it on file should the TEA Charter School Administration Division request a copy.

(1) The Charter will be Permitted to Govern Autonomously: The campus charter will govern autonomously. The Campus Improvement Committee lead by the Director and comprised of educators, parents, community members, and business partner representatives will take over the role of advisory committee to design, implement, and evaluate the charter application. The team will use the Charter Blueprint of evidence-based goals, objectives, critical success factors, milestones, activities, and expected outcomes to implement evidence based programs, monitor implementation, and determine effectiveness of each component of the plan. In addition, the committee will examine budget expenditures to monitor use of grant funds. The team will revise timelines and targets on the charter implementation blueprint and recommend grant amendments to request budget changes when warranted. It will also be the responsibility of the committee to conduct a summative evaluation of the program and to create a Travis Charter Campus Improvement Plan at the end of each school year. The Director will present the Campus Improvement Plan to the Superintendent for consideration by the Board of Trustees.

(2) This autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses: The charter will utilize the same process for making site-based decisions as the parent district; however, unlike traditional campuses, the team will have the ability to revise the campus plan and make adjustments to implementation and timelines as warranted by analysis of project and student level data. Campus educators will have the ability to make site based decisions for all areas of curriculum and instruction including:

- Curriculum: During common planning meetings, educator teams will have the opportunity to revise curriculum and instruction, course schedules, and/or academic and social support programs to meet the needs of the students and educational plan.
- Calendar: The Dean of Students will work with the STEM Coordinator and educators to develop a school calendar that includes bilingual and cultural activities, AVID college going events, and STEM learning opportunities;
- Budget: The Campus Improvement Committee will develop the operational budget each year based on the Charter Blueprint that outlines activities recommended to meet student and school goals. Each grade level will have input into budget development.
- Daily operations: The Director will work with campus educators to develop grade level schedules that enable teachers to implement heterogeneous grouping (language and content abilities) across classes and grades to develop language abilities, extended time for project based lessons in science and math, and a class period for AVID class in grades 3 through 8. The innovative schedule will be designed to provide opportunities for teachers and students to engage in teaching and learning in collaborative teams.

The charter school's use of site based management provides the campus flexibility and autonomy above and beyond the degree afforded to traditional campuses within the district in all areas of curriculum, leadership, and operations.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Statutory Requirement 14: Describe the manner in which an annual independent financial audit of the campus is to be conducted. The campus charter must have a plan for an audit separate and apart from the district audit. Describe the manner in which the campus will provide information necessary for the school district in which it is located to participate, as required by TEC, Chapter 12, Subchapter C, or by SBOE rule, in PEIMS.

Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Travis Charter will plan, adopt, and manage an annual budget. The autonomous campus will utilize the Grand Prairie ISD systems for financial accounting and data storage:

- *Financial accounting and reporting:* The charter will utilize GPISD financial accounting and reporting systems which adhere to TEA requirements: accommodates the minimum 15-digit account code mandated by the FASRG; generates information needed for PEIMS reporting; and ensures adequate accountability of state and federal funds.
- The charter will follow GPISD policies and procedures as outlined in the Grand Prairie ISD Business Operations Handbook to ensure appropriate fiscal reporting. The charter will submit all financial reporting documents as required by the Texas Education Agency.
- *Data storage and reporting:* The charter will use the Skyward student information system. Skyward data will be loaded to the Texas State Data System (TSDS). The data will be stored in a central repository (the Operational Data Store), where it will be used for the Student GPS™ Dashboards, PEIMS, and Person Enrollment Tracker (PET).

The charter will contract with an outside independent auditor, certified by the Texas Education Agency, to conduct the annual audit of financial and programmatic operations of the campus. The charter will conduct the independent annual financial audit of the campus charter, separate and apart from the GPISD independent annual financial audit. The audit will be performed in accordance with guidelines for financial accounting and reporting generally accepted accounting principles (GAAP). The audit will conform to all guidelines published in the Texas Education Agency publications, *Financial Accountability System Resource Guide* and *Special Supplement to Financial Accounting and Reporting, Nonprofit Charter School Chart Of Accounts*. The audit will be presented to the GPISD Board of Trustees at a regular meeting. The audit will be provided as a posted agenda item, in conjunction with the open meetings requirements. Accumulated information on the audit will provide information to facilitate decision making by the board serving as the governing body of the charter. The audit report, approved by the district board of trustees, will be filed with TEA no later than 150 days after the close of the fiscal year or as required for charter schools. The audit will meet the minimum requirements prescribed by the State Board of Education (SBOE) and include the application of certain audit procedures to PEIMS data submitted by the charter. The charter's audit report will be reviewed by TEA and the Commissioner who will notify the GPISD Board of Trustees of objections, violations of sound accounting practices or legal and regulatory requirements. The Commissioner will be allowed access to all financial records and other documentation in the review of school district audit reports.

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County-district number or vendor ID: 057910

Amendment # (for amendments only):

Statutory Requirement 15: Explain the manner in which the district will flow other federal funds to the campus charter. Describe the timelines for flowing the federal funds to the campus charter that ensure students are promptly receiving the benefit of services that appropriate federal funds can provide.

Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Travis Charter will apply for all appropriate federal funding – both formula and discretionary grants.

Formula Funds: The charter campus will apply for all eligible formula federal funds through the district application and receive funding through the "parent" school district. The campus Director and Dean of Students will attend district training to utilize formula funds. The Grand Prairie ISD *Grants Management Manual* will be utilized to access basic information on the major grants in place within the district and serves as a guide to policies and procedures regarding requests for funding and use of grant funds. Formula funds will be disbursed to the charter using the same procedures and on the same timeline as other campuses in the district.

Discretionary Grants: If appropriate, the district will apply for discretionary grants as a charter school in the Grand Prairie ISD through a competitive process. If awarded, funds will flow through the district on the timetable designated by the grant program. The charter will use the Program Guidelines of the federal grant program as well as guidance from the district to receive, manage, and report discretionary funds. Adherence to the policies and procedures established for the district will ensure the charter meets the added regulations and responsibilities that accompany both formula and discretionary federal funds. The charter will work closely with district personnel in the table below:

Assistant Superintendent of Education Support	Program oversight for all grant funded programs Initial point of contact for all grant proposals
Executive Director of State Federal and Student Support Programs	Title I, Part A program management Title I, Part A ARRA program management NCLB program coordination with Titles II, III NCLB application process State Compensatory Education program management McKinney-Vento Homeless Education / Connections Program
Director of Competitive Grants/Educational Programs	Competitive grant development training Competitive grant application process Competitive grant implementation technical assistance
Executive Director of Special Education	IDEA-B and PreK program management
Director of Bilingual/ESL Programs	Title III program management Bilingual/ESL/Dual Language program management
Director of Career & Technology Education	Career and Technology Education
Grants Finance and Compliance	Budget development and accounting for special revenue Compliance monitoring and technical assistance

Federal funds will be provided to the charter school by GPISD in a timely manner and on the same timeline as other schools in the district. During the summer of 2015, the Travis Campus Improvement Committee will develop the Campus Improvement Plan (CIP) for the purpose of improving student performance for all student populations, including students in special education programs. Federal funds will be coordinated with grant funds to maximize academic achievement for targeted students based on CIP goals. The charter campus will use the Campus Improvement Plan to increase services to at-risk students and will document connection of expenditures to planned Critical Success Factors and Action Steps outlined on the charter blueprint. Processes and documentation for coordinating federal and state funds will be followed as outlined in the GPISD Grants Manual.

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Schedule #17—Responses to TEA Program Requirements															
County-district number or vendor ID: 057910										Amendment # (for amendments only):					
TEA Program Requirement 1: Population to Be Served in Year 1 of Implementation. Enter the number of students in each grade, by type of school, projected to be served under the grant program.															
School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter Schools	70	105	102	104	102	112	107	50							752
Open-Enrollment Charter School															
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
TOTAL:	70	105	102	104	102	112	107	50							752
Total Staff															41
Total Parents															1102
Total Families															752
Total Campuses															1
TEA Program Requirement 2: Population to Be Served in Year 2 of Implementation. Enter the number of students in each grade, by type of school, projected to be served under the grant program.															
School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter Schools	70	105	102	104	102	112	107	96	100						898
Open-Enrollment Charter School															
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
TOTAL:	70	105	102	104	102	112	107	96	100						898
Total Staff															52
Total Parents															1298
Total Families															898
Total Campuses															1

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057910

Amendment # (for amendments only):

TEA Program Requirement 3: Number of Students in To Be Served in Year 1 of Implementation Who Would Otherwise Attend a Traditional School Identified as a Priority or Focus School.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter School (TEC Subchapter C)	15	13	9	8	9	10	9	3							76
Open-enrollment Charter School (TEC Subchapter D)															
College/University/Jr College Charter School (TEC Subchapter E)															
New School Under Existing Open-Enrollment Charter School															
TOTAL:	15	13	9	8	9	10	9	3							76

TEA Program Requirement 4: For Year 1, provide the names and nine-digit county/district/campus numbers of the schools identified as priority or focus schools that you will be impacting as described above.

	District Name	Campus Name	9 Digit CDC Number
1.	Grand Prairie ISD	Adams Middle School	057910041
2.	Grand Prairie ISD	Hobbs Williams Elementary	057910131
3.	Irving ISD	Gilbert Elementary School	057912122
4.	Arlington ISD	Berry Elementary	220901101
5.	Arlington ISD	Thornton Elementary	220901114
6.			

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 057910		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057910

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057910

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057910

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057910

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057910

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057910

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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